

LEGISLATIVE AND ADMINISTRATIVE RULE SPECIALIST ROLE

Role Summary

The Legislative and Administrative Rule Specialist Role consists of three grade levels (14, 15, and 17). Grade 17 is a supervisory position. Incumbents are responsible for researching legislative intent, conducting studies and special projects regarding impacts of existing, new, or emerging legislation (state and federal), and reviewing the department's policies and administrative rules for consistency. Reviews concerning rules, policies, and procedures involve the identification and presentation of potential and emerging issues impacting the department and assisting management in the development of long-term strategies and management work plans. Primary contacts are with the director, division administrators, bureau chiefs, regional managers, unit managers, area managers, Secretary of State's Office, legal staff, legislative staff, and internal/external customers.

Working Conditions

Considerable mental stress and pressure due to supervisory issues, workload, deadlines, time constraints, and significance of decisions made. Must be able to supervise numerous projects at a time and determine priorities on a daily basis.

Education and Experience

- Grade 14: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business, public administration, or related field and three years of experience with administrative rules, including participating on special projects regarding impacts of existing, new or emerging legislation. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 15: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business, public administration, or related field and four years of experience with administrative rules, including two years of experience reviewing rules, policies, and procedures involving the identification of potential and emerging issues. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 17: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business, public administration, or related field and five years of experience reviewing rules, policies and procedures; identification of potential and emerging issues; and conducting hearings requiring knowledge of Civil Procedure and the Montana Administrative Procedures Act (MAPA). One year of supervisory experience is also required. Other combinations of education and experience will be evaluated on an individual basis.

Department Core Competencies

In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.
- *Decision-Making and Accountability:* Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.
- *Commitment to Continuous Improvement:* Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.
- *Personal and Work Ethics:* Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels

Each grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

Grade 14

Predominant/Essential Duties

- Review department rules, policies, and procedures for consistency.
- Notify legislative sponsors of rule activities in advance of action, as required by statute.
- Coordinate document revisions with assigned staff.
- Review and approve all quarterly replacement pages for accuracy, style, and format compliance.
- Receive, analyze, and summarize oral and written comments for administrative rules.
- Disseminate department rules, policy, and procedures to internal/external stakeholders via training, Internet, and Intranet.
- Conduct necessary research of best practices, survey analysis, and internal/external customer inquiries.
- Develop and prepare oral and written status reports to management.
- Manage ad-hoc teams for support activities.

Grade 15

Predominant/Essential Duties

- Prepare rule-hearing responses.
- Identify and present potential and emerging legislative issues to division administrator.
- Identify potential conflicts between department processes regarding statutes, rules, policies, and procedures.
- Conduct a biennial review of all rules and policies to ensure relevancy, accuracy, and clarity to reflect the original intent of the applicable statutes, rules, and policies.
- Facilitate meetings with tax policy specialists, legal staff, and internal/external customers.
- Conduct special studies.
- Prepare and defend responses to internal/external inquiries regarding department rules, policies, and procedures.
- Participate in public rule hearings and negotiations in accordance with statutory requirements of the Montana Administrative Procedure Act (MAPA).

Grade 17

Predominant/Essential Duties

- Supervise subordinate staff.
 - Spot-check work to ensure consistency with policy and standards.
 - Develop written work plans, goals, and objectives by reviewing trends and assessing effectiveness.
 - Prioritize day-to-day activities.
 - Participate in performance appraisals and managerial requirements of policy and procedure.
 - Identify staff performance issues.
- Approve and sign all rule notices as required by statute.
- Responsible for complying with statutory requirements to make all rule notices available to public within three days of publication by Secretary of State.
- Recommend the appropriate action to take concerning rules and policies.
- Establish performance measures to determine compliance with legislative updates, statutory and rule requirements, and long-range policy planning.
- Establish short and long-range goals and objectives for program.
- Assist Divisions in work planning and monitoring implementation of new legislation for the department.
- Assist managers in the development of long-term strategies and organizational work plans.
- Review, define, and recommend changes to the department's vision and mission based on existing and/or new legislation.
- Coordinate and facilitate negotiated rulemaking with internal/external customers.
- Prepare and defend responses to internal/external inquiries regarding department rules, policies, and procedures.
- Conduct public rule hearings and negotiations in accordance with statutory requirements of MAPA.

Competencies and Degrees of Proficiency

The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart – Legislative and Administrative Rule Specialist Role

Competencies	Grade 14 Under Guidance	Grade 15 Minimal Guidance	Grade 17 Independently
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	B	C	D
Demonstrated knowledge and skill in administrative rule drafting specifications.	B	C	E
Demonstrated knowledge and effective application of federal/state statutes, administrative rules, and state policies and procedures relative to the role.	B	C	E
Demonstrated analytical skills relative to the role.	B	C	D
Demonstrated research skill relative to the role.	B	C	C
Demonstrated knowledge and ability to format legal documents relative to the role.	B	B	D
Demonstrated ability to resolve problems.	B	C	D
Demonstrated skill and ability to adhere to ethical standards.	B	C	C
Demonstrated knowledge of the organization's mission, vision, goals, and organizational structure.	A	B	C
Demonstrated skill in conveying process for developing standardized rules, policies, and procedures.	A	B	C
Demonstrated skill and ability in project management.	B	C	D
Demonstrated knowledge and skill of word processing, spreadsheet, database, and software applications/programs relative to the role.	A	B	B
Demonstrated ability to mentor team members.	A	B	C
Demonstrated ability to effectively train department staff relative to the process and development of department rules, policies, and procedures.	A	B	C
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	B	C	D

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with elementary-level tasks and assignments.

B: A degree of knowledge, skill, or ability commensurate with intermediate-level tasks and assignments.

C: A degree of knowledge, skill, or ability commensurate with advanced-level tasks and assignments

D: An advanced degree of knowledge, skill, or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.

E: The most advanced degree of knowledge, skill, or ability, evidencing complete mastery and understanding of the subject.